



Springdale Elementary

361 Wattling Road
West Columbia, SC 29170

Grades	PK-5 Elementary School	
Enrollment	430 Students	
Principal	Shane Thackston	803-739-4175
Superintendent	Dr. Venus Holland	803-739-8399
Board Chair	Beth Branham	803-739-4708

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Average
2005	Good	Below Average
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

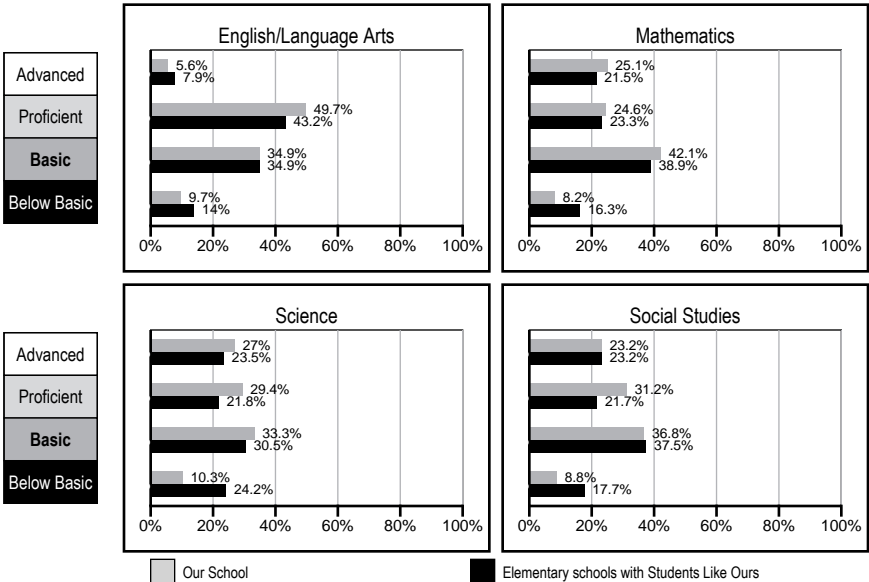
97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	33	54	3	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=430)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Up from 0.8%	1.9%	2.3%
Attendance rate	96.7%	Up from 96.5%	96.5%	96.3%
Eligible for gifted and talented	25.6%	Down from 31.9%	16.7%	10.4%
With disabilities other than speech	6.4%	Down from 8.8%	6.9%	7.5%
Older than usual for grade	0.0%	No Change	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	75.0%	Up from 69.2%	60.4%	56.7%
Continuing contract teachers	92.9%	Up from 92.3%	81.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.1%	Up from 88.5%	89.5%	86.4%
Teacher attendance rate	96.4%	Up from 95.7%	94.7%	94.9%
Average teacher salary	\$49,232	Up 4.9%	\$46,636	\$45,345
Professional development days/teacher	9.4 days	Down from 10.0 days	12.7 days	12.6 days
School				
Principal's years at school	21.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 19.2 to 1	19.5 to 1	18.5 to 1
Prime instructional time	92.0%	Up from 91.3%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.3%	Down from 92.9%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$7,007	Up 7.5%	\$6,488	\$7,052
Percent of expenditures for instruction*	68.9%	Down from 69.3%	69.8%	69.1%
Percent of expenditures for teacher salaries*	66.6%	Down from 67.5%	65.7%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Springdale is a very special school where children and learning come first. Our priorities remain constant: Safety, Academic Achievement, and Parent/Community Involvement.

One of the major changes during the 2007-2008 school year was in small group reading instruction. In grades 2-5, we started Targeted Instruction. Students were placed in reading groups based upon their skill level and needs as determined by assessments and teacher observations/judgments. Seven additional staff members assisted during this reading instruction that took place from 7:55 till 8:25 a.m. each morning. Students still received whole class instruction from their teacher in reading, writing, and spelling.

We started SMART ROOM for grade 1. In this model each first-grade teacher takes her class to the SMART ROOM (Room 101). Three other teachers help staff the SMART ROOM. Therefore, the class can be divided into four instructional groups based upon their needs and past achievement. Each of the four groups receives 30 minutes of reading instruction led by a teacher. The students still receive whole-class instruction in reading, writing, and spelling when they return to their room. We want to thank our school community for all the support you continue to give to our school.

Tom Smith, Principal
Allen Rish, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	64	35
Percent satisfied with learning environment	90.0%	87.3%	97.1%
Percent satisfied with social and physical environment	95.0%	89.1%	100.0%
Percent satisfied with school-home relations	95.0%	85.9%	94.3%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	202	100	9.7	34.9	49.7	5.6	68.2	45.4	48.2	Yes	Yes
Gender											
Male	101	100	11.3	40.2	45.4	3.1	59.8	37.4	41.7	N/A	N/A
Female	101	100	8.2	29.6	54.1	8.2	76.5	53.6	55	N/A	N/A
Racial/Ethnic Group											
White	163	100	6.2	35.8	51.2	6.8	71.6	55.4	60	Yes	Yes
African American	34	100	32.1	32.1	35.7	0	42.9	30.2	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	69.2	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	34.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	34	100	32.3	35.5	32.3	0	32.3	14.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.2	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	81	100	18.7	36	41.3	4	57.3	35.1	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	202	100	8.2	42.1	24.6	25.1	65.6	47.1	45.8	Yes	Yes
Gender											
Male	101	100	8.2	43.3	21.6	26.8	60.8	45.7	45.6	N/A	N/A
Female	101	100	8.2	40.8	27.6	23.5	70.4	48.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	163	100	4.9	40.1	27.2	27.8	69.8	58.2	59	Yes	Yes
African American	34	100	28.6	57.1	10.7	3.6	39.3	28.5	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	34	100	25.8	51.6	22.6	0	41.9	19.9	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	81	100	13.3	49.3	25.3	12	50.7	36.6	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	131	100	10.3	33.3	29.4	27	56.3	39.6	35.7	96.7	95.8
Gender											
Male	66	100	7.9	33.3	33.3	25.4	58.7	40.5	37.4	96.5	95.7
Female	65	100	12.7	33.3	25.4	28.6	54	38.7	33.8	96.9	95.9
Racial/Ethnic Group											
White	109	100	5.5	33.9	30.3	30.3	60.6	51.9	49.2	96.7	95.7
African American	20	100	46.7	26.7	20	6.7	26.7	19.8	17	96.7	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	58	99.7	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	28.7	24.9	95.5	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.2
Disability Status											
Disabled	24	100	27.3	36.4	22.7	13.6	36.4	18.6	14	95.4	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.2	21.9	N/A	97
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.1	24.4	94.5	95.8
Socio-Economic Status											
Subsided meals	44	100	20.5	48.7	17.9	12.8	30.8	27	21.1	96	95.4

Social Studies

All Students	130	100	8.8	36.8	31.2	23.2	54.4	35.4	34	96.7	95.8
Gender											
Male	66	100	7.9	28.6	36.5	27	63.5	38.6	36.6	96.5	95.7
Female	64	100	9.7	45.2	25.8	19.4	45.2	32.1	31.3	96.9	95.9
Racial/Ethnic Group											
White	102	100	5.9	34.7	33.7	25.7	59.4	44.2	44.5	96.7	95.7
African American	23	100	26.3	52.6	10.5	10.5	21.1	21.8	19.1	96.7	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.9	99.7	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	29.4	27.5	95.5	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.2
Disability Status											
Disabled	20	100	16.7	33.3	44.4	5.6	50	17.7	14.4	95.4	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	22.6	N/A	97
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.7	27.3	94.5	95.8
Socio-Economic Status											
Subsided meals	56	100	13.5	36.5	30.8	19.2	50	28.4	21	96	95.4

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	62	100	8.6	17.2	67.2	6.9	74.1
	4	66	100	7.7	41.5	50.8	0	50.8
	5	73	100	14.3	50	32.9	2.9	35.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	73	100	7	21.1	62	9.9	71.8
	4	59	100	10.7	33.9	51.8	3.6	55.4
	5	70	100	11.8	50	35.3	2.9	38.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	62	100	12.1	44.8	29.3	13.8	43.1
	4	66	100	10.8	36.9	29.2	23.1	52.3
	5	73	100	10	41.4	27.1	21.4	48.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	73	100	5.6	45.1	28.2	21.1	49.3
	4	59	100	8.9	35.7	19.6	35.7	55.4
	5	70	100	10.3	44.1	25	20.6	45.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	31	100	7.1	42.9	39.3	10.7	50
	4	66	100	16.9	36.9	26.2	20	46.2
	5	35	100	28.6	37.1	20	14.3	34.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	2.8	27.8	41.7	27.8	69.4
	4	59	100	7.1	39.3	30.4	23.2	53.6
	5	35	100	23.5	29.4	14.7	32.4	47.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	31	100	3.3	50	26.7	20	46.7
	4	66	100	18.5	44.6	18.5	18.5	36.9
	5	38	100	25.7	37.1	25.7	11.4	37.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	0	28.6	28.6	42.9	71.4
	4	59	100	8.9	44.6	33.9	12.5	46.4
	5	35	100	17.6	32.4	29.4	20.6	50
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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